NPS Form 10-900
(Rev. 10-90)

OMB No. 1024-0018

United States Department of the Interior
National Park Service

National Register of Historic Places Registration Form

This form is for use in nominating or requesting determinations for individual properties and districts. See instructions in *How to Complete the National Register of Historic Places Registration Form* (National Register Bulletin 16A). Complete each item by marking "x" in the appropriate box or by entering the information requested. If any item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, architectural classification, materials, and areas of significance, enter only categories and subcategories from the instructions. Place additional entries and narrative items on continuation sheets (NPS Form 10-900a). Use a typewriter, word processor, or computer, to complete all items.

1. Name of Property

historic name Virginia High School
other names/site number Virginia Middle School (current name); VDHR Site No. 102-30

2. Location

street & number 501 Piedmont Avenue N/A not for publication
city or town Bristol N/A vicinity
state Virginia code VA county Bristol (Independent City) code 520 zip code 24201

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act of 1986, as amended, I hereby certify that this X nomination ___ request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60. In my opinion, the property X meets ___ does not meet the National Register Criteria. I recommend that this property be considered significant ___ nationally ___ statewide X locally. (___ See continuation sheet for additional comments.)

12/30/96
Signature of certifying official/Title Date
Virginia Department of Historic Resources
State or Federal agency and bureau

In my opinion, the property ___ meets ___ does not meet the National Register criteria. (___ See continuation sheet for additional comments.)

Signature of commenting or other official/Title Date

State or Federal agency and bureau

4. National Park Service Certification

I hereby certify that this property is: Signature of the Keeper Date of Action

___ entered in the National Register.
___ See continuation sheet.
___ determined eligible for the National Register.
___ See continuation sheet.
___ determined not eligible for the National Register.
___ removed from the National Register.
___ other (explain):

5. Classification

Ownership of Property
(Check as many boxes as apply)

- private
- X public-local
- public-State
- public-Federal

Category of Property
(Check only one box)

- X building(s)
- district
- site
- structure
- object

Number of Resources within Property
(Do not include previously listed resources in the count.)

Contributing	Noncontributing	
1		buildings
		sites
		structures
		objects
1		Total

Name of related multiple property listing
(Enter "N/A" if property is not part of a multiple property listing.)

N/A

Number of contributing resources previously listed in the National Register

0

6. Function or Use

Historic Functions
(Enter categories from instructions)

Category	*Subcategory*
EDUCATION	school
SOCIAL	civic

Current Functions
(Enter categories from instructions)

Category	*Subcategory*
EDUCATION	school

7. Description

Architectural Classification
(Enter categories from instructions)

Classical Revival
Modern Movement

Materials
(Enter categories from instructions)

foundation	CONCRETE
walls	BRICK
	TERRA COTTA
roof	SYNTHETICS
other	STONE
	STUCCO
	METAL

Narrative Description
(Describe the historic and current condition of the property on one or more continuation sheets.)

8. Statement of Significance

Applicable National Register Criteria

(Mark "x" in one or more boxes for the criteria qualifying the property for National Register listing.)

X A Property is associated with events that have made a significant contribution to the broad patterns of our history.

B Property is associated with the lives of persons significant in our past.

C Property embodies the distinctive characteristics of a type, period, or method of construction or represents the work of a master, or possesses high artistic values, or represents a significant and distinguishable entity whose components lack individual distinction.

D Property has yielded, or is likely to yield, information important in prehistory or history.

Criteria Considerations

(Mark "X" in all the boxes that apply.)

Property is:

A owned by a religious institution or used for religious purposes.

B removed from its original location.

C a birthplace or a grave.

D a cemetery.

E a reconstructed building, object, or structure.

F a commemorative property.

G less than 50 years of age or achieved significance within the past fifty years.

Areas of Significance

(Enter categories from instructions)

EDUCATION
SOCIAL HISTORY

Period of Significance

1914-1947

Significant Dates

Significant Person

(Complete if Criterion B is marked above)

N/A

Cultural Affiliation

N/A

Architect/Builder

Kearfott, Charles Baker

Narrative Statement of Significance

(Explain the significance of the property on one or more continuation sheets.)

9. Major Bibliographical References

Bibliography

(Cite the books, articles, and other sources used in preparing this form on one or more continuation sheets.)

Previous documentation on file (NPS):

preliminary determination of individual listing (36 CFR 67) has been requested
previously listed in the National Register
previously determined eligible by the National Register
designated a National Historic Landmark
recorded by Historic American Buildings Survey #
recorded by Historic American Engineering Record #

Primary location of additional data:

X State Historic Preservation Office
Other State agency
Federal agency
Local government
University
Other

Name of repository:

10. Geographical Data

Acreage of Property approximately 5 acres

UTM References

(Place additional UTM references on a continuation sheet)

	Zone	Easting	Northing		Zone	Easting	Northing
1	17	394140	4051480				

___ See continuation sheet.

Verbal Boundary Description

(Describe the boundaries of the property on a continuation sheet.)

Boundary Justification

(Explain why the boundaries were selected on a continuation sheet.)

11. Form Prepared By

name/title J. Daniel Pezzoni
organization J. Daniel Pezzoni, Preservation Consultant date September 30, 1996
street & number PO Box 7825 telephone (540) 366-0787
city or town Roanoke state VA zip code 24019-0825

Additional Documentation

Submit the following items with the completed form:

Continuation Sheets

Maps

A **USGS map** (7.5 or 15 minute series) indicating the property's location.

A **Sketch map** for historic districts and properties having large acreage or numerous resources.

Photographs

Representative **black and white photographs** of the property.

Additional items

(Check with the SHPO or FPO for any additional items)

Property Owner

(Complete this item at the request of the SHPO or FPO.)

name City of Bristol, Virginia
street & number City Hall, 497 Cumberland Street telephone (540) 466-2221
city or town Bristol state Virginia zip code 24201

Paperwork Reduction Act Statement: This information is being collected for applications to the National Register of Historic Places to nominate properties for listing or determine eligibility for listing, to list properties, and to amend existing listings. Response to this request is required to obtain a benefit in accordance with the National Historic Preservation Act, as amended (16 U.S.C. 470 et seq.).

Estimated Burden Statement: Public reporting burden for this form is estimated to average 18.1 hours per response including the time for reviewing instructions, gathering and maintaining data, and completing and reviewing the form. Direct comments regarding this burden estimate or any aspect of this form to the Chief, Administrative Services Division, National Park Service, P.O. Box 37127, Washington, DC 20013-7127; and the Office of Management and Budget, Paperwork Reductions Project (1024-0018), Washington, DC 20503.

NARRATIVE DESCRIPTION

Summary

Virginia High School, located at 501 Piedmont Avenue in the City of Bristol, Virginia, is a two-story brick building of Classical Revival design dating to 1914-15. The building features a long, westward-facing front elevation of tripartite form, with an Ionic entry portico at the center, three tiers of classroom windows to the sides (including those of a basement story), and windowless pavilions at the ends. An auditorium and (originally) gymnasium wing extends to the rear, giving the school a truncated T-form as built. Behind the original building are additions from the 1940s and 1990s, of brick and concrete-block construction and Classical Revival, Modernist, and Post Modern design, and including the present gymnasium, cafeteria, and library. The interior of the original building features a double-loaded corridor plan with a balconied auditorium and historic and modern finishes such as terrazzo and linoleum floors, plaster walls, and acoustic-tile drop ceilings below plaster ceilings. The original building was remodeled in the 1980s and 1990s, but it retains most of its character-defining exterior and interior features and finishes. Virginia High School stands on a spacious landscaped lot surrounded by relatively unaltered residential blocks developed in the early twentieth century. The building and its setting are illustrated in the exhibits and photographs that accompany this report.

Exterior Description

As noted in the summary, Virginia High School's front elevation has a tripartite form with a center portico and end pavilions separated by tiers of classroom windows. The portico features a pediment with a blank tympanum and three-part egg-and-dart, dentil, and anthemion-based moldings in the entablature and rakes, supported by four monumental Ionic columns with terra-cotta capitals, brick shafts finished with cement stucco, and stone bases. The columns stand on brick pedestals connected by terra-cotta balustrades. (Similar balustrades originally served as parapets over the end pavilions of the front elevation; these were removed at some point.) Below this is a rusticated brick basement level containing the actual front entry. Over the entry, which has modern steel and glass doors, is an enriched terra-cotta pediment supported by console brackets. The section of the front elevation sheltered by the portico features a classical entry (which provided passage from a former library reading room to the floor of the portico) with reticulated, crisscross-pattern muntins in associated windows. Above this entry is a large round-arched window lighting an interior stair landing. Flanking the entry and window are smaller windows, the lower ones with stone or cast-stone keystones and impost blocks, with a soldier-course spandrel panel with center diamond accent block between the windows. The portico has a standing-seam metal-sheathed gable roof that extends back over the main body of the school. (Originally, the entire roof had metal sheathing; in the 1990s the roofing over all sections except

Description (continued)

the portico were replaced with a single-ply rubber membrane.) Flanking the portico base are brick-lined shafts extending down to segmental-arched openings related to the school's original ventilation system.

The brick walls of the front elevation and of the other elevations are of five-course American-bond construction with random headers and stretchers of darker color than the other bricks. At the top of the walls runs a wood cornice with ventilation slits in the soffit that vent the building's attics. Separating the first story from the basement story is a terra-cotta water table. The classroom window banks originally consisted of five large 6/6-sash; these were altered in the 1980s by the insertion of translucent fiberglass panels taking up most of the window area over a row of small operable aluminum-frame windows. At the ends of the front elevation are the pavilions: projecting, windowless wall surfaces featuring rectangular expanses of diapered brickwork set off with dark headers and contained within corbeled borders with stone accent blocks at the corners. The north pavilion displays a terra-cotta plaque below the water table inscribed with the motto: "Educated Youth the Hope of Virginia." A similar plaque on the south pavilion reads: "Seek to Know the Truth." Other features of the front elevation include modern aluminum ventilation hoods and metal letters spelling: "Virginia Middle School."

The end elevations, facing roughly north and south, feature banks of windows like those of the front elevation and have centered projecting pavilions with entries on the first story and arched windows (similar to that under the portico) at the second-story level. The two entries have terra-cotta surrounds with entablatures supported by console brackets. Other exterior elevations of the school belong to the 1940s, 1950s, and 1990s additions. Extending from the northeast rear corner is a two-story brick classroom wing dating to 1947-48 that is similar in form and detail to the original construction. Behind this, forming the northeast corner of the expanded school, is a brick-faced concrete-block gymnasium constructed in 1947-48 with a low-pitched gable roof behind a flat parapet, utilitarian detail, and a pent roof over recessed entries on the north elevation. Added to the gymnasium and to the earlier section of the building, forming the southeast corner of the expanded school, is a 1996 one-story addition of brick-faced concrete-block construction. The 1996 addition features a graveled flat roof with multiple skylights and a hip-roofed entry pavilion with a classical, round-arched entry.

The school stands on approximately one half of a city block. The lot is characterized by broad lawn areas bordered by shade trees and ornamentals such as maples and dogwoods. Connecting the front portico to Piedmont Avenue is a broad concrete walk with a set of steps flanked by low concrete walls, one with a memorial plaque to alumni who died in World War I. This walk is

Description (continued)

intersected by a curved drive that is currently under construction. Near the gymnasium are a concrete driveway and a set of concrete steps flanked by early-twentieth-century lamp standards. The south side of the lot, formerly occupied in part by tennis courts, is currently being re-landscaped to include parking areas and a walkway bordered by trees.

Interior Description

All three floors of the original school retain their original plan configurations with wide central corridors and classrooms to the sides. These spaces feature a mix of original and later finishes. The corridor floors retain their original terrazzo finishes with white marble chips set in alternating gray and pink matrices creating a pattern of white squares with pink borders. The corridor walls have plaster finishes with eased corners at door openings, and a waste-height molding strip comprised of original and modern components. The original plaster ceilings are concealed above modern acoustical tile drop ceilings with fluorescent lights fixtures. At the ends and center point of the corridors are stairs with square cast iron newels, metal spandrels, and metal balustrades incorporating ring-like motifs. The classrooms were modernized in the 1990s, with linoleum floors, plaster walls, drop ceilings, and other modern features such as chalkboards and glass-paneled wood-veneer doors replacing what were apparently the original two-panel fir doors.

On axis with the front entry, accessed by a short flight of steps, is the original auditorium. The auditorium has a sloping floor interspersed with pole-like metal Ionic columns supporting a curved balcony. The ceiling features a coffered effect created by a grid of beam-like elements bordered by heavy plaster moldings and with modern drywall, lighting, and vents in the interstices. The ceiling has a modern two-tone color scheme, but original paint survives in a circa 1950 projection booth at the back of the balcony. Here the moldings are painted in banded cream, sepia, and brown. The stage has a paneled apron and proscenium arch; the wood casing of the latter, which dates to 1942, may conceal an original enriched plaster surround that appears in construction drawings and early photographs. The lower level of the auditorium has steel and plywood folding seats dating to circa 1950. The balcony level retains it original folding seats, with wood veneer backs and seats and stamped metal frames bearing a lyre motif and early painted row lettering. The lower-level auditorium windows have been walled in as a consequence of the construction of adjoining 1990s infill. Steel roof trusses supporting wooden roofing members are visible in the attic above the auditorium.

Under the auditorium, accessed from the ground-floor corridor, is the location of the original

Description (continued)

gymnasium. This two-story space was converted into classrooms in the 1990s, and of its original fabric, only a caged observation balcony survives. The 1947-48 gymnasium has a utilitarian interior with rough and glazed concrete-block walls, bleachers, a 1996 wood floor, and a gypsum-board ceiling above exposed steel roof trusses. The 1996 addition is characterized by linoleum floors, sheetrock walls, and drop ceilings. A recurring, crisscross window motif in this section is drawn from the reticulated window muntin patterns of the original building. The 1996 addition contains a cafeteria, a band room, a chorus room, miscellaneous classrooms, and a library--the latter inserted in the space between the original auditorium and the 1940s wing.

Another original feature of the school that deserves mention is the heating and ventilation system, of which remnants survive. Air was drawn into the building through the two vents at the base of the front portico and conducted through seven-foot-wide masonry ducts to a chamber at the center of the building known as the fan room. Here a coal-fired heater warmed the air and an electric blower propelled it into a system of ducts running up through the classrooms. Reticulated vents associated with these ducts survive in the auditorium area. During warm whether, the heater was turned off and natural convection would help draw cool outside air through the building. The aforementioned cornice strips and also metal ventilators that formerly stood on the roof ridge may have been linked to this system, or they may have served only for ventilating the attics. Another structural feature of note are the building's floors, constructed of concrete poured into corrugated metal forms arranged to form joists and left in place above the original plaster ceilings.

Integrity Statement

Virginia High School may be described as possessing good to fair architectural integrity. The building preserves most of its major exterior and interior character-defining features, among them the exterior masonry skin and portico and the interior plan configuration, corridor floors and walls, stairways, and auditorium. Additions dating to after the period of significance are confined to the rear. Substantive modern alterations include the fiberglass window panels, drop ceilings, remodeled classrooms, and minor subdivisions of classrooms. The school grounds retain much of their original park-like character.

NARRATIVE STATEMENT OF SIGNIFICANCE

Summary

Virginia High School (currently Virginia Middle School) historically represents the principal educational facility in the Southwest Virginia city of Bristol. The Classical Revival building, constructed in 1914-15 to a design by local architect Clarence B. Kearfott, possesses a monumental Ionic portico, diapered brickwork, and a balconied auditorium, among other notable features. Originally housing the city's white school-aged children from grades five on, today the building serves as a middle school for the general population. Virginia High School also contributed to the social life of its community, providing a venue for club and civic gatherings and presentations and, during World War II, for defense preparedness activities. The progressive spirit that led to the construction of the school is summed up by a plaque mounted on the front elevation: "Educated Youth the Hope of Virginia."

Justification of Criteria

Virginia High School is eligible for the National Register of Historic Places under Criterion A in the areas of education and social history. Until it was superceded by the construction of a new high school in 1954, Virginia High School served as the principal educational facility for the white children of Bristol, one of Southwest Virginia's largest cities. The building also possesses significant associations with the social life of its community. Virginia High School is eligible at the local level of significance for the period 1914 to 1947, starting with the begin date of construction and spanning the early years of the building's educational and social significance.

Acknowledgments

A number of individuals and organizations assisted in the preparation of this report. Foremost among them was the sponsor, Bristol Virginia Public Schools, for whom School Board Vice Chairperson Joyce A. Kistner served as contact and facilitator. Most of the historical material used in the nomination was gathered by Mrs. Kistner and individuals working with her. Dr. Idanna T. Aaron, school superintendent, and Larry Lusk, principal of Virginia High School, also provided assistance. King Tilley, Clerk of Works for the Bristol school system, shared his knowledge of the high school's physical characteristics and evolution. Two individuals provided specific information on the construction of the school: Martin Hassinger, who built the 1947-48 gym and classroom wing, and Margaret Kearfott, daughter-in law of Clarence B. Kearfott, the architect of the original building and 1947-48 additions. At the Virginia Department of Historic Resources, Dr. John R. Kern, director of the Roanoke Regional Preservation Office, Elizabeth H. Lipford, National Register coordinator, and architectural historian John Wells provided

Statement of Significance (continued)

guidance and information throughout the process.

Historical Background

The City of Bristol, which sits astride the Virginia-Tennessee state line, owes its existence to the 1850s Virginia & Tennessee Railroad, one of the major trunk lines of the antebellum South. Like other communities in Southwest Virginia, the city experienced rapid growth during the 1880s and 1890s, a period of extensive mining and industrial activity in the region. Population growth and increased state support for public schooling directly or indirectly resulted in the opening of the city's first public school for white students in 1891. A high school was built on Mary Street the following year. By 1895 the Mary Street school was considered overcrowded, and in 1900 the city erected the Robert E. Lee School, relieving some of the pressure. Meanwhile, a school had been constructed for the city's black community in 1896, which was replaced in 1921 by the Douglas School.[1]

Bristol, Virginia's population continued to grow, from about 5,000 in 1900 to over 6,000 in the mid-1910s, necessitating larger school facilities. At its June 5, 1913 meeting, the Bristol school board took action, appointing a committee to work with the city council towards the construction of a new high school. The school was to be built at or near the site of the 1895 Mary Street school, and it was to have a capacity of 800 or more students. Preliminary planning was already well underway, as demonstrated by a type-set prospectus for the new school that superintendent F. B. Fitzpatrick had entered into the minutes of the meeting. Fitzpatrick proposed the construction of a combination high/grammar school for grades five through graduation, arguing that Bristol's school-aged population was not large enough to justify separate buildings. The school should incorporate facilities for industrial, commercial, and scientific training in addition to the core academic curriculum, obviating the need for the separate vocational buildings then being constructed as adjuncts to high schools throughout the state. "To meet the needs of the high school pupils," Fitzgerald wrote:

> "The central building would have to be provided with two rooms for chemical and physical laboratories and a room for a commercial department. It should also contain at least fourteen airy and weel [*sic*] lighted class rooms. Such a building would be incomplete without a large auditorium and an ample gymnasium with shower bath and

[1] Loving, *Double Destiny*, 108-111.

Statement of Significance (continued)

possibly a swimming pool."[2]

The ferment for the new school occurred during a period of increased state support for and involvement in public education. The Mann High School Act of 1906 encouraged high school construction by raising state funding, and the Williams Building Act of 1906 and the Strode Act of 1908 provided guidelines for school design, lighting, and ventilation. Superintendent Fitzpatrick kept abreast of state and national initiatives. In February 1914, he planned to attend the annual meeting of the National Educational Association in Richmond, Virginia, and the state meeting of public school teachers and administrators to be held the following month in Radford, Virginia. His call in the prospectus to "prepare our boys and girls for complete living" reflected the growing interest in vocational education which would culminate in the federal Smith-Hughes Act of 1917.[3]

During the remainder of 1913, the city worked to secure funding for the high school. In February 1914, the school board voted to build the facility on Piedmont Avenue rather than Mary Street, which was located close to rail yards. This created a furor, as recalled by Clarence B. Kearfott, shortly to be picked as the building's architect. "*'Way out on the edge of town! Nobody lives out that way! Too far for the children to walk!'*," went the refrain.[4] Kearfott and school officials anticipated that the site on the corner of Piedmont and Euclid avenues, located on the hillside above and apart from the city's commercial and industrial core, would soon be surrounded by middle- and upper-class residential development, and they were proved correct. Several years later, Kearfott himself built a house two blocks from the school on Euclid Avenue.

Once the Piedmont Avenue site had been selected, city officials moved swiftly on construction. The architect, Clarence Baker Kearfott (1884-1977), drew up plans and specifications during February 1914. A native of Martinsville, Virginia, Kearfott graduated from Virginia Polytechnic Institute in 1903 with degrees in mechanical and civil engineering and established an architectural practice in Bristol in 1907. By the early 1910s, he had designed a number of houses and school

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[2] Bristol School Board Records. Minutes, June 5, 1913.

[3] Link, *Hard Country*, 129-30, 137-38, 166; Bristol School Board Records. Minutes, June 5, 1913, and February 5, 1914.

[4] Davis, *Blue John Remembers*, 56.

Statement of Significance (continued)

buildings in Bristol and surrounding communities. In later years his practice grew into one of the largest in Southwest Virginia.[5] Using Kearfott's construction drawings, the school board advertised for bids, and the T. G. Martin & Co. of Bristol was chosen as the general contractor. The first brick was laid on June 3, 1914 and the building was ready for commencement exercises in the spring of 1915. Upon completion, the high school was assessed at $125,000.[6] The building's name--"Virginia High School"--distinguished it from its contemporary in the section of Bristol across the state line, "Tennessee High School."

Kearfott's school incorporated several ideas from the Fitzgerald prospectus, namely the integration of the auditorium, gymnasium, and vocational classrooms into the main body of the building, and provision for adequate natural light and ventilation, physical requirements touted by educational progressives of the day. The central heating and ventilation system featured a subterranean air intake system with a "fan room" for distributing air throughout the building. Kearfott related an anecdote about this system in his memoirs, *Blue John Remembers*. An "old fellow" with the building crew worked on the school over the entire course of its construction.

> "He toiled and sweated all during the hot months of summer, but in December, he was standing in the fan room where a cold wind was blowing through the fresh-air intake. Looking down, he said *'Breeze whar waz you in July?'*"[7]

Architecturally, Virginia High School features many of the hallmarks of classical Beaux Arts design. The tripartite form, with projecting center and end pavilions, was standard for large-scale institutional construction of the period. The portico is especially well handled; by lifting the pediment above the level of the main building parapet, and extending the roof back over the body of the building, Kearfott emphasized the portico as the front of an elevated temple-like element, rather than a mere appendage of the facade. The school as built differs in some respects from that portrayed in Kearfott's construction documents and presentation drawing (Exhibit B): these show a clock in the portico pediment and a skylight in the roof behind the pediment, and on the interior, glazed brick wainscots in the corridors and a proscenium arch of intricate design in the

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[5] Wells and Dalton, *Virginia Architects*; Davis, *Blue John Remembers*, i.

[6] Davis, *Blue John Remembers*, 56. Kern, notes.

[7] Davis, *Blue John Remembers*, 56.

Statement of Significance (continued)

auditorium. Other than the arch, which may survive behind later wood casing, these features are not believed to have been built.[8]

Virginia High School opened for full-time occupancy in the fall of 1915, although minor construction work--such as the landscaping of the school grounds--continued at least through 1917.[9] Faculty and students quickly fell into a rhythm of curricular and extra-curricular activities. As reported by the school year book, *The Virginian*, the Virginia High Association P.T.A. sponsored such activities as a "Nite of Fun" with a fashion show, gymnastic demonstrations, and a musical review. Community associations were welcomed to use the school as meeting and exhibit space. These groups included the local civic league (which hosted a chrysanthemum show), music clubs, the Red Cross, and Protestant and Catholic bible schools. During World War II, defense-related classes were a regular occurrence, and in 1944 a Victory Corps was organized for drilling and other preparedness activities. In 1924, the Ku Klux Klan was granted permission to hold two public meetings in the auditorium, and in 1945, black organizations including the local chapter of the National Negro Business League rented the space. Over this general period, enrollment in the high school curriculum continued to increase, from 125 students in 1915 to 461 students in 1937.[10]

Plans for a the construction of a large gymnasium addition to the school were prepared in 1940, but the war intervened and construction did not begin until 1947. Local contractor and long-time school board member Martin Hassinger built the gym and a four-classroom connecting wing to a design prepared by Clarence B. Kearfott. The gymnasium incorporated roof trusses fabricated by Bristol Steel.[11] The added classrooms and gym helped alleviate crowding, but by the mid-1950s it had become clear that the first waves of the post-war Baby Boom generation would need greatly expanded facilities. Consequently, in 1954 the city completed a new Virginia High School, located three-quarters of a mile northeast of the older school nearer to Bristol's expanding northern suburbs. The Piedmont Avenue building was made into a junior high school.

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[8] Bristol School Board Records. Virginia High School construction documents and presentation drawing, 1914.

[9] Ibid. Minutes, December 6, 1917.

[10] Bristol School Board Records; Kern, notes.

[11] Martin Hassinger, telephone interview, Bristol, Va., September 26, 1996; Kern, notes.

Statement of Significance (continued)

Integration began in the Bristol school system in the mid-1960s, and by the mid-1970s was complete. In the early 1990s, the school on Piedmont Avenue became known as Virginia Middle School, and in 1996 the city completed the construction of a large Post Modern addition designed by the Marion, Virginia firm of Echols-Sparger & Associates and built by Burwil Construction (Exhibit D).

BIBLIOGRAPHY

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Verbal Boundary Description

The nominated parcel for Virginia High School appears in the approximately 1:100-scale map included as Exhibit A of the nomination. The parcel is bounded by the property lines of adjoining properties and by Euclid, Fairmount, and Piedmont avenues.

Boundary Justification

The boundaries for the Virginia High School nominated parcel coincides with the present boundaries of the school parcel, exactly or nearly matching the boundaries for the parcel during the period of significance.

PHOTOGRAPHS

All photographs are of: Virginia High School, VDHR File No. 102-30
All negatives filed at the Library of Virginia, Richmond.

1. CREDIT: J. Daniel Pezzoni DATE: September 1996
VIEW OF: Virginia High School, front (west) elevation
NEG. NO.: VDHR # 14919 PHOTO 1 of 5

2. CREDIT: J. Daniel Pezzoni DATE: September 1996
VIEW OF: Front portico detail
NEG. NO.: VDHR # 14919 PHOTO 2 of 5

3. CREDIT: J. Daniel Pezzoni DATE: September 1996
VIEW OF: North side elevation of school showing 1940s gymnasium
NEG. NO.: VDHR # 14919 PHOTO 3 of 5

4. CREDIT: J. Daniel Pezzoni DATE: September 1996
VIEW OF: Auditorium
NEG. NO.: VDHR # 14919 PHOTO 4 of 5

5. CREDIT: J. Daniel Pezzoni DATE: September 1996
VIEW OF: Main stair shaft showing historic stair and trim details and terrazzo flooring, and modern drop ceiling
NEG. NO.: VDHR # 14919 PHOTO 5 of 5

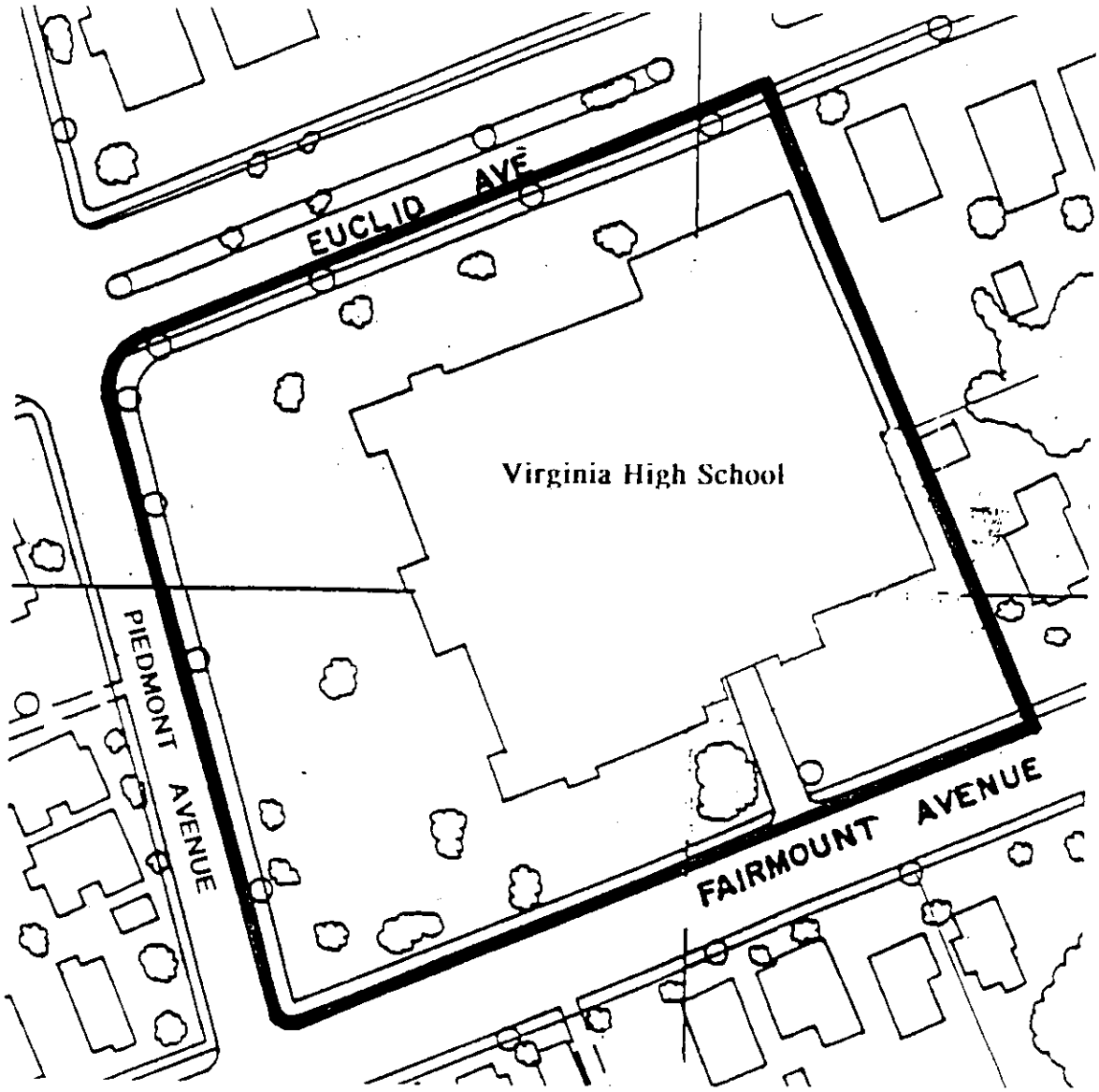


Exhibit A: Map of nominated parcel. Scale approximately 1" = 100'. North is up

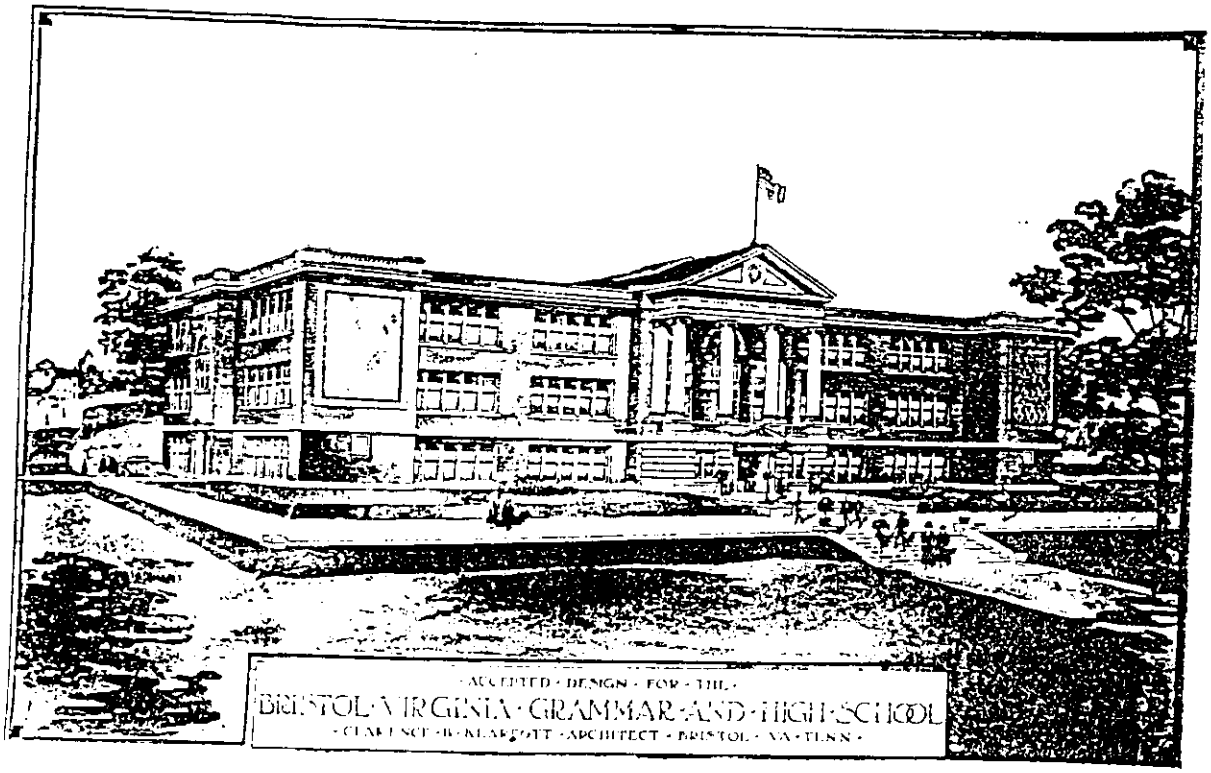


Exhibit B: 1914 presentation drawing of Virginia High School by the architect, Charles B. Kearfott

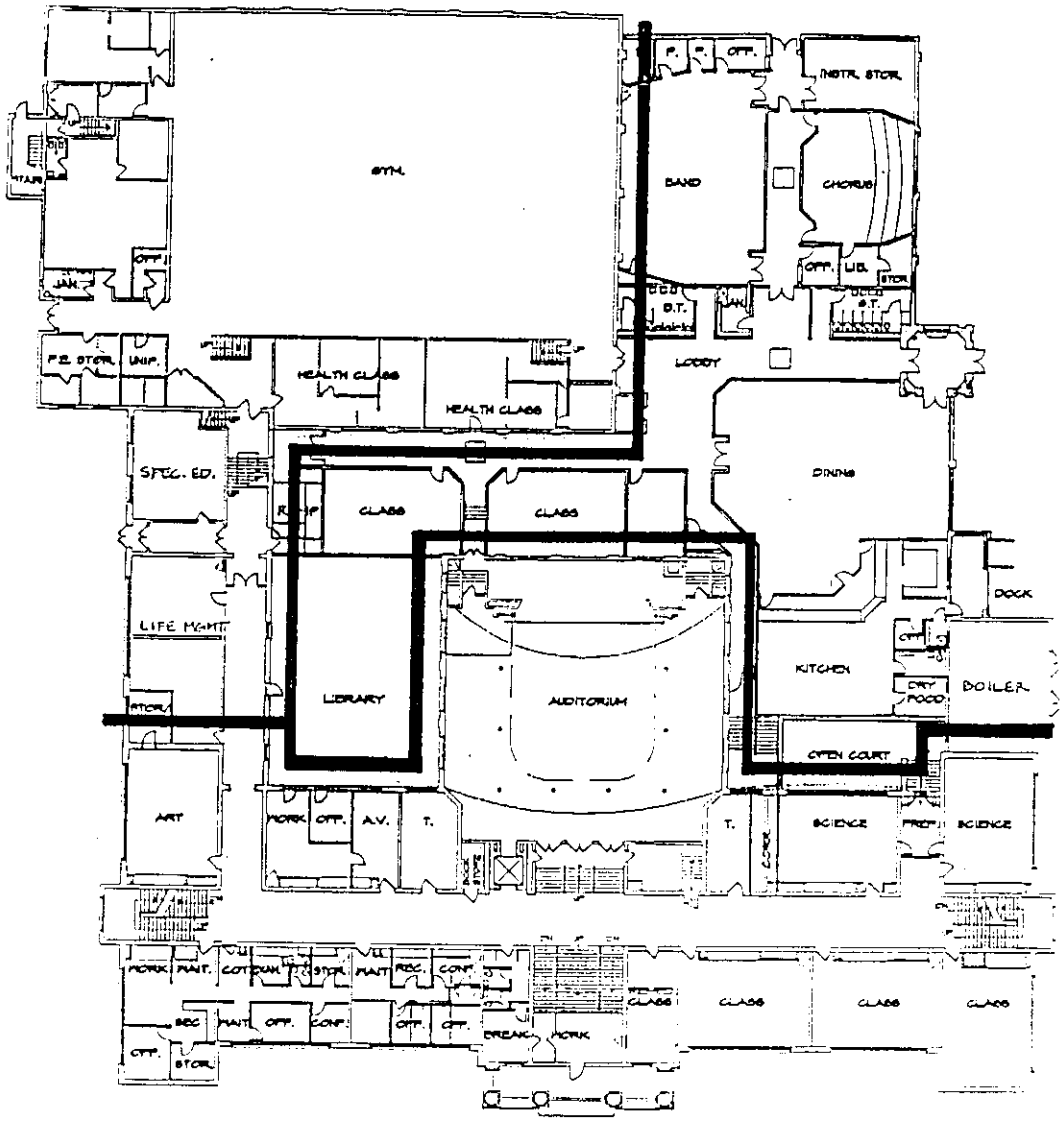


Exhibit C: First floor plan by Echols-Sparger & Associates, ca. 1996. Heavy lines indicate phases of construction: the original building, the 1940s gymnasium and connecting wing, and the 1990s cafeteria, library, chorus room, etc. addition. Plan not to scale.

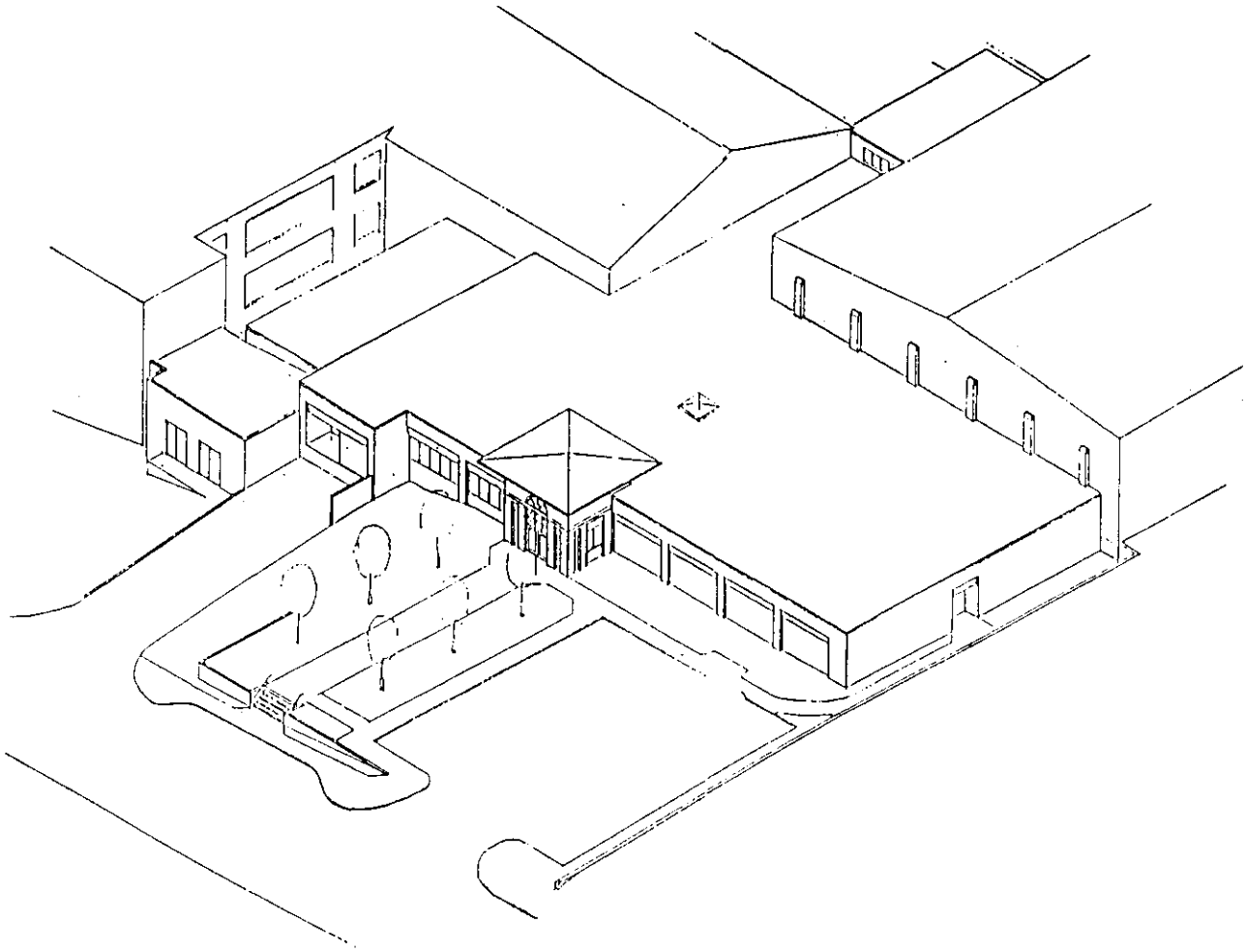
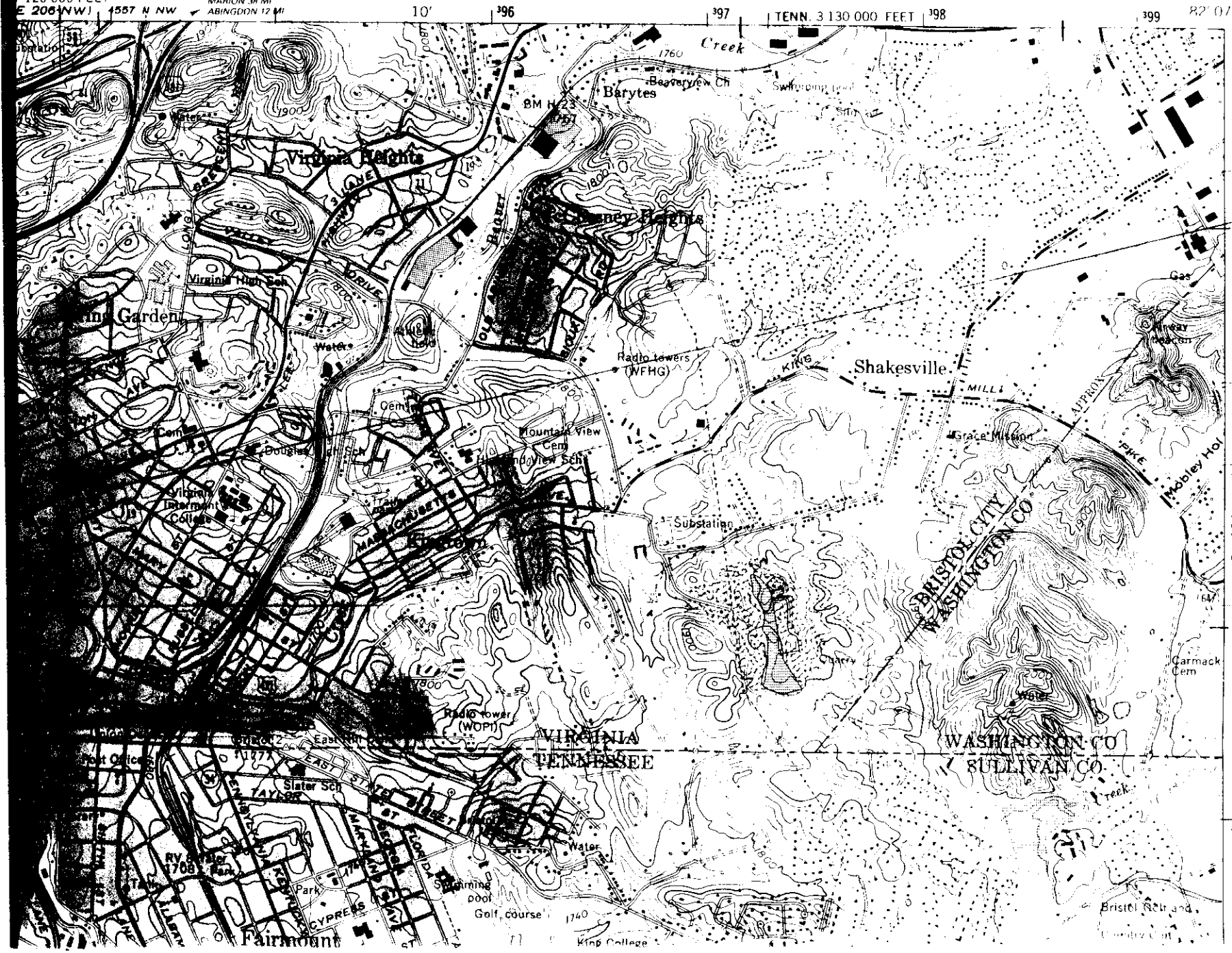


Exhibit D: Isometric drawing of 1996 addition by Echols-Sparger & Associates, ca. 1996. Not to scale.

STATES
LLEY AUTHORITY
EYS DEPARTMENT

BRISTOL QUADRANGLE
TENNESSEE–VIRGINIA
7.5 MINUTE SERIES (TOPOGRAPHIC) 206–SW

4557 II NE
(WYNDALE 206-NE)



Virginia High School (currently Virgin Middle School)

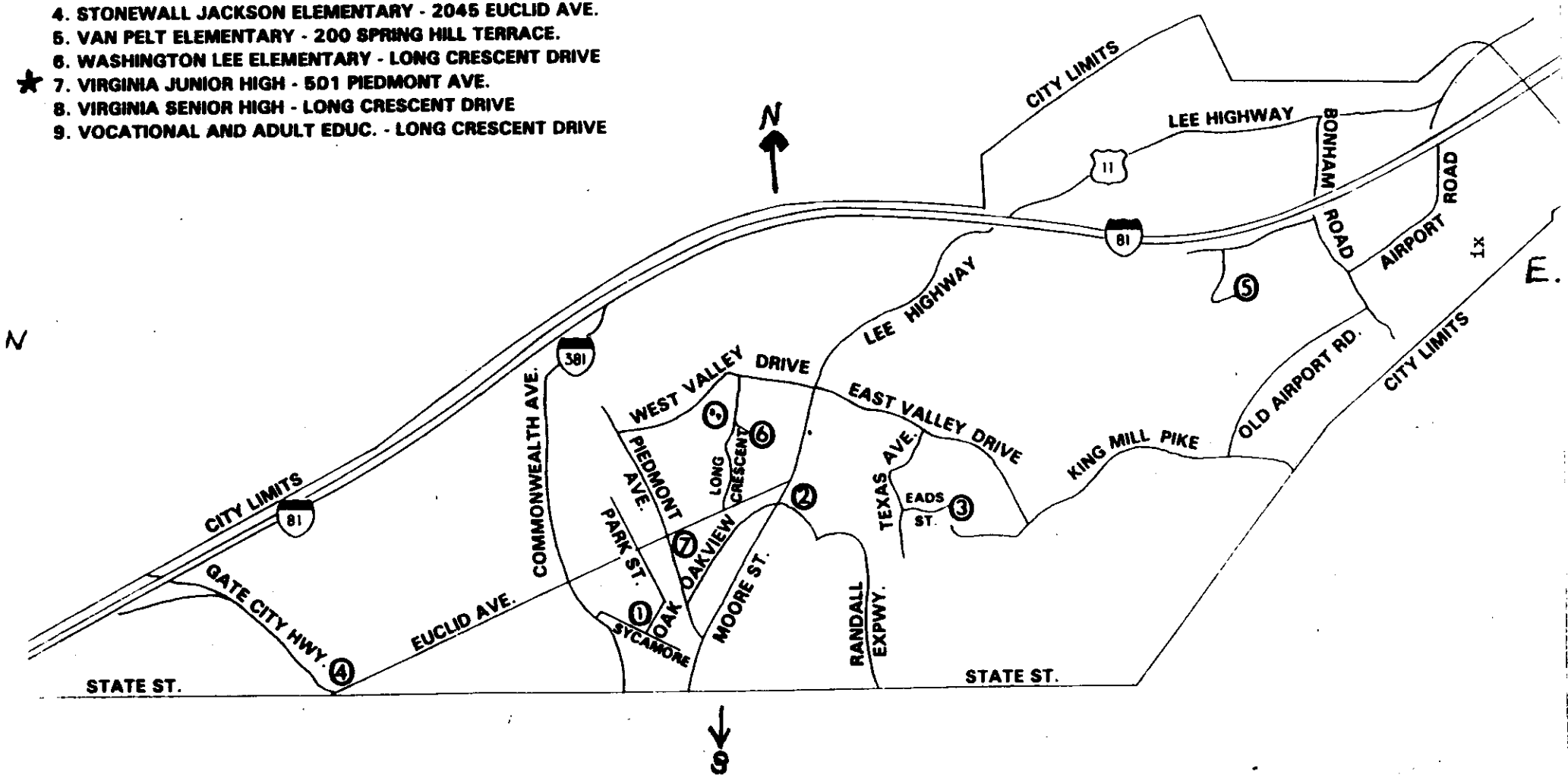
City of Bristol Virginia

UTM reference (zone 17):

E394140

N4051480

BRISTOL VIRGINIA SCHOOL SYSTEM

BRISTOL, VIRGINIA 24201

1. ADMINISTRATION OFFICES - 222 OAK ST.
2. DOUGLASS ELEMENTARY - OAKVIEW AND RANDALL ST.
3. HIGHLAND VIEW ELEMENTARY - 1405 EADS ST.
4. STONEWALL JACKSON ELEMENTARY - 2045 EUCLID AVE.
5. VAN PELT ELEMENTARY - 200 SPRING HILL TERRACE.
6. WASHINGTON LEE ELEMENTARY - LONG CRESCENT DRIVE
7. ★ VIRGINIA JUNIOR HIGH - 501 PIEDMONT AVE.
8. VIRGINIA SENIOR HIGH - LONG CRESCENT DRIVE
9. VOCATIONAL AND ADULT EDUC. - LONG CRESCENT DRIVE